



History- How did the Maya civilisation compare to the Anglo-Saxons?

- I can describe the key physical features of the Maya civilisation.
- I can sequence the key periods in the Maya civilisation.
- I can identify periods that were happening in Britain at the same time.
- I can name the features of the rainforest.
- I can explain the challenges facing the Maya in the rainforest.
- I can explain how the Maya settled in the rainforest.
- I can name the features of Maya houses.
- I can identify the similarities and differences between Maya and Anglo-Saxon houses.
- I can explain the Maya creation story.
- I can identify the characteristics of important gods or goddesses.
- I can make deductions about cities.
- I can name the features of Maya cities.
- I can create a plan of a Maya city, including the main features.
- I can explain the reasons for the decline of the Maya civilisation.
- I can evaluate the reasons for the decline of the Maya civilisation.
- I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

British Values Focus: The Rule of Law

Science - Life cycles and reproduction

- I can describe the life cycle of a plant, including the reproductive stage.
- I can describe the life cycle of a mammal and compare with the life cycle of a bird.
- I can describe the life cycle of an amphibian and compare it to an insect.
- I can describe asexual reproduction in plants.
- I can observe and compare equivalent parts in different flowers.
- I can research the life cycles of different mammals.
- I can pose questions to compare the life cycles of different birds.
- I can suggest how one temperature may affect egg hatching.
- I can use data to describe a relationship and make predictions.
- I can represent root growth over time on a line graph.

PSHE -Citizenship

- I can understand what happens when someone breaks the law.
- I can understand what rights are and that freedom of expression is one of these rights.
- I can understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.
- I can understand how people contribute to society and how this is recognised.
- I can understand the role of pressure groups.
- I can understand the basics of how parliament works including the parts of parliament.

Music- Composition to represent the festival of colour

- I can understand that music can be represented with colours.
- I can represent a piece of music as a graphic score.
- I can create a vocal composition based on a picture.
- I can create a piece of music inspired by a single colour.
- work as a group to perform a piece of music.

Computing-

- I can explain what makes a video effective.
- I can use a digital device to record video.
- I can capture video using a range of techniques.
- I can create a storyboard.
- I can identify that video can be improved through reshooting and editing.
- I can consider the impact of the choices made when making and sharing a video.

Art - Painting and mixed media - portraits

- I can outline a portrait drawing with words, varying the size, shape and placement of words to create interest.
- I can try a variety of materials and compositions for the backgrounds of their drawings.
- I can communicate to their partner what kind of photo portrait they want.
- I can show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
- I can create a successful print.
- I can use some Art vocabulary to talk about and compare portraits.
- I can identify key facts using a website as a reference.
- I can explain their opinion of an artwork.
- I can experiment with materials and techniques when adapting their photo portraits.
- I can create a self-portrait that aims to represent something about them.
- I can show they have considered the effect created by their choice of materials and composition in their final piece.

RE –

- I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- I can suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.
- I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- I can show how Christians put their beliefs into practice.
- I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

PE – Dance & Basketball

- I can choreograph phrases individually and with others considering actions and dynamics.
- I can lead a group through short warm-up routines.
- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can use counts when choreographing to stay in time with others and the music.
- I can accurately copy and repeat set choreography.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- I can use feedback provided to improve my work.

To develop ways to move the ball and apply them to different situations.

To develop movement skills to lose a defender in different situations.

To communicate with my team, move into space and take the ball towards the goal.

To defend an opponent and know when to try to intercept.

To develop shooting and explore when to pass, dribble or shoot.

To use and apply skills, principles and tactics to a game situation.

French- French Speaking World

- I can recognise, read and respond to directional language.
- I can understand that French is spoken in many different countries across the world, and to read and give directions.
- I can identify features of countries in the French-speaking world.
- I can use authentic materials to investigate climate data from the French-speaking world.
- I can ask and answer questions about different countries in the French-speaking world.